

CTE Standards Unpacking Health Science Careers I

Course: Health Science Careers I

Course Description: Health Science Careers I explores the current teamwork approach in health science and career options in an ever-expanding healthcare environment. Students in the course will evaluate unique abilities and explore personal career aspirations. In addition, the student will be exposed to legal, ethical, and safety implications inherent to providing high quality patient care.

Career Cluster: Health Science

Prerequisites: None

Program of Study Application: Health Science Careers I is the first cluster course in the Health Science career cluster. Completion of Health Science Careers I prepares a student to participate in Health Science Careers II or Medical Terminology and then pathway courses in any of the Health Science pathways: Biotech Research and Development, Therapeutic Services, Health Informatics, Diagnostics or Support Services.

INDICATOR #HS1 1: Understand the healthcare setting networks and roles and responsibilities.		
SUB-INDICATOR 1.1 (Webb Level: 2 Skill/Concept): Differentiate between private and public/government healthcare settings (managed care).		
SUB-INDICATOR 1.2 (Webb Level: 2 Skill/Concept): Collaborate and communicate effectively with colleagues, patients/residents, and/or family members.		
SUB-INDICATOR 1.3 (Webb Level: 3 Strategic Thinking): Identify positive and negative personal traits in a member of the healthcare setting.		
Knowledge (Factual): - Characteristics of private, public, and government healthcare facilities -Healthcare roles and chain of command -Heath Insurance Portability and Accountability Act (HIPAA) regulations -Interpersonal skills	Understand (Conceptual): -There are various roles within healthcare including patients, residents, family members, team members and colleagues -Chain of command within healthcare facilities -Healthcare population - aging population and decreasing birth rate -Therapeutic communication and listening skills are essential -Desirable personal traits	Do (Application): -Research differences between private, public, and government health care settings -Tour health care settings -Interact with health care professionals as guest speakers -Role play various scenarios within health care while practicing communication skills

	and soft skills necessary within team members of healthcare	
	-Significance of regulations and impact of violations of HIPAA in healthcare	

Benchmarks:

Students will be assessed on their ability to:

- Record observations while touring health care facilities and write a reflection-Differentiate between private, public, and government health care settings
- Identify and reflect on the traits of a healthcare professional that has had either a positive or negative impact on yourself.

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	Sample Performance Task Aligned to the Academic Standard(s):
Science and Engineering Practice (SEP) Obtaining, evaluating, and communicating information	-Given some medical knowledge about a patient, discuss the roles of various caretakers as well as how that information may or may not be communicated. (scenarios)
W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	-Explain why there are special rules when dealing with personal healthcare information via HIPAA.

INDICATOR #HS1 2: Identify health science career pathways.

SUB-INDICATOR 2.1 (Webb Level: 2 Skill/Concept): Identify and compare health science career pathways.

SUB-INDICATOR 2.2 (Webb Level: 1 Recall): Demonstrate knowledge of levels of education and credentialing requirements for a variety of health science careers of interest.

SUB-INDICATOR 2.3 (Webb Level: 1 Recall): Explore and demonstrate knowledge of employment opportunities, workplace environments, and career growth potential.

Knowledge (Factual):	Understand (Conceptual):	Do (Application):
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<p>-Credentialing, licensing and education requirements for careers in healthcare</p> <p>-Employment outlook in healthcare</p> <p>-Health science career pathways</p> <p>-Career growth and career ladder</p>	<p>-Understand pathway to employment in healthcare</p> <p>-Requirement for continuing education in order to remain competent within the field</p>	<p>-Explore healthcare careers through various methods (I.e. job shadows, internships, interviews, tours)</p> <p>-Explore post-secondary education opportunities through SDMyLife and campus tours</p> <p>-Discover current and future opportunities through the SD Dept. Of Labor Market information Center http://dlr.sd.gov/lmic/menu_projections.aspx</p>
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Benchmarks:

Students will be assessed on their ability to:

- Identify a career of interest and outline the pathway
- Complete a certification exam related to healthcare career interest.
- Use demographics to determine what healthcare career opportunities will be available now and in the future. (US Census Bureau – SD Quick Facts
<https://www.google.com/search?q=SD+demographics&ie=utf-8&oe=utf-8>)

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	Sample Performance Task Aligned to the Academic Standard(s):
<p>HSS-IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.</p> <p>W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>-Research potential outlook of careers in healthcare (career needs, job growth, potential salary and growth).</p> <p>-Explain the role of demographics in career selection.</p>

INDICATOR #HS1 3: Examine legal/ethical responsibilities and limitations of the healthcare worker.

SUB-INDICATOR 3.1 (Webb Level: 3 Strategic Thinking): Understand legal/ethical issues, religious and cultural diversity and their impacts on health care.		
SUB-INDICATOR 3.2 (Webb Level: 3 Strategic Thinking): Understand scope of practice state-specific requirements and a variety of professional standards including the American Medical Association, American Nurse Association, American Dental Association.		
SUB-INDICATOR 3.3 (Webb Level: 3 Strategic Thinking): Examine the implications of Health Insurance Portability and Accountability Act (HIPAA) for healthcare professionals.		
SUB-INDICATOR 3.4 (Webb Level: 3 Strategic Thinking): Analyze Patient/Residents' Bill of Rights and advanced directives.		
Knowledge (Factual): -HIPAA -Scope of Practice -Professional standards -Patient/Resident's Bill of Rights -OBRA (Omnibus Budget Reconciliation) -Patient Confidentiality	Understand (Conceptual): -Legal/ethical responsibilities and limitations of healthcare -Cultural differences affect healthcare delivery	Do (Application): -Assess possible outcomes of violations through case scenarios, presentations, guest speakers, professional panels
Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> • Develop a logical argument regarding the significance of adherence to HIPAA guidelines, or any other professional healthcare standard. • Write a reflection paper on guest speaker/panel presentations • Research and compare scope of practice of different states and from healthcare role to role. 		
Academic Connections		
ELA Literacy and/or Math Standard	Sample Performance Task Aligned to	

<p>(if applicable, Science and/or Social Studies Standard):</p> <p>SEP – Asking Questions and Solving Problems</p> <p>W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>the Academic Standard(s):</p> <p>-Given a scenario (e.g. Native American elder, Jehovah Witness), what questions would you ask either their family or cultural experts to enable you to provide adequate care while being cognizant of their beliefs.</p> <p>-Explain the significance of HIPAA guidelines.</p>
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<p>INDICATOR #HS1 4: Understand and demonstrate safety practices in the healthcare environment.</p>		
<p>SUB-INDICATOR 4.1 (Webb Level: 2 Skill/Concept): Apply principles of body mechanics and ergonomics.</p>		
<p>SUB-INDICATOR 4.2 (Webb Level: 4 Extended Thinking): Identify common safety hazards in the healthcare environment including patient/resident, community, and healthcare worker settings.</p>		
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -OSHA -Bloodborne pathogens -Ergonomics/use of body mechanics -Gait belts -Disaster training -GHS (Global Harmonized System), SDS (Safety Data Sheets) -Common safety hazards 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -Importance and consequences of personal and client safety practices -Cause and effect of safety policies 	<p>Do (Application):</p> <ul style="list-style-type: none"> -Critique safety scenarios from videos and student role playing -Demonstrate use of proper lifting techniques -Apply acronyms such as CASH (call light, ask, side rails/safety, handwashing) prior to leaving the patient/resident bedside
<p>Benchmarks: <i>Students will be assessed on their ability to:</i></p>		

- Utilize a patient safety case scenario and use concepts to solve a non-routine problem
- Demonstrate proper application and removal of PPE
- Identify improper techniques relating to safety issues and procedures

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):

Science Cross-Cutting Concept (CCC) – Cause and Effect

HS-LS-2: Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Sample Performance Task Aligned to the Academic Standard(s):

-List several possible outcomes from improper safety procedures being performed (e.g. not gloving up to clean up blood)

-Defend the implementation of safety training for staff as a way to ensure the health of all involved. (List and discuss several reasons why it is imperative that all employees follow safety rules. What would happen if just one person doesn't?)

-Describe proper safety techniques.

Additional Resources

- SDMyLife www.sdmylife.com
- SD Dept. Of Labor Market information Center
http://dlr.sd.gov/lmic/menu_projections.aspx
- Health Occupations for Today and Tomorrow <http://healthcareers.sd.gov/>
- US Census Bureau – SD Quick Facts
<https://www.google.com/search?q=SD+demographics&ie=utf-8&oe=utf-8>
- American Nurses Association <http://www.nursingworld.org/>
- American Medical Association <https://www.ama-assn.org/>
- US Dept of Health and Human Services – Health Information Privacy:
<https://www.hhs.gov/hipaa/index.html>
- OBRA – USLegal <https://definitions.uslegal.com/f/federal-nursing-home-reform-act-obra-87/>
- OSHA <https://www.osha.gov/>



- SDHCA <http://www.sdhca.org/>
- Resident's Bill of Rights: AARP <http://www.nursinghomealert.com/residents-bill-of-rights>